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ABSTRACT

This survey examines post-secondary plans, aspirations and characteristics of students in grades 10 and 11 in order to develop a medium range enrollment forecasting model for postsecondary education and to develop a data base on high school student aspirations. The survey is the third year of a three-year project undertaken in Manitoba, Canada. Information has been generated on students' career choices and the impact of and levels of service required for financial aid and guidance service. A total of 33 schools from eight regions were selected for the 1977-78 Post-Secondary Demand and Enrollment Model-II survey. Questionnaire responses were obtained from 1,059 tenth grade students and 1,017 eleventh grade students. Data are provided on plans after high school; planned date of entry into postsecondary study and study plan; college choice; influence of people, high school activities, and circumstances on students' decisions; plans for financing college education; and family background. (SW)

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Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Ten and Eleven Students in Manitoba 1977-78

By C. Neil Russell, Barry J. Warrack, and Larry K. Bremner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Universities Grants Commission and the Department of Continuing Education and Manpower fund the activities of the committee.

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Post-Secondary Plans and Aspirations Of Grade Ten and Eleven Students In Manitoba, 1977-78

A Project of
The Manitoba Post-Secondary Research
Reference Committee

by

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INTRODUCTION

Research into the assessment of post-secondary demand by Manitoba high school students began in 1971 with a province-wide survey of Grade XII students. Subsequently there occurred the development of the PDEM-I, Post-Secondary Demand and Enrollment Model I. This was a joint research project of the Post-Secondary Research Reference Committee of Manitoba (PSRRC). This research into student demand and the use of the PDEM-I for forecasting universities enrollments one year forward was continued in 1972 and 1973. The main emphasis of this research was in providing information on students' preferences for various program and institution combinations at the Universities and Community Colleges and in preparation of a forecast of Universities enrollments one year forward for both budgeting and planning purposes.

This year's survey represents the third year of a three year effort to look into the shifts in student decision-making patterns from Grade X to XII, to develop a medium range enrollment forecasting model for post-secondary education enrollments and to develop a data base on high school student aspirations. The research has provided information on students' career choices and the impact of and levels of service required for financial aid and guidance service. The survey, however, deals with student intentions and plans and not actual outcomes. A validation survey of students to match their intentions to actual outcomes will be undertaken at a later date. Information from this project has been used by secondary and post-secondary institutions and agencies to support the planning requirements of Manitoba government agencies.

CHAPTER I

SUMMARY AND HIGHLIGHTS OF FINDINGS

1.1 Sample Size and Selection

A total of 33 schools with Grade X and XI students from 8 geocode regions were selected for the 1977-78 PDEM-II survey. The questionnaire was administered to 1190 students in each of the Grades X and XI in October, 1977. A total of 1059 Grade X and 1017 Grade XI questionnaires were returned for a response rate of 89% and 85% respectively.

1.2 Student Decision Groups

Student decision groups were formed according to (1) students' stated intentions concerning post-secondary plans; (2) their first choice institution and (3) their plans regarding post-secondary education. The categories used in this study were:

(1) 'going university' group - students indicating their intentions to attend university;

(2) 'going community college' group - students who planned to enroll in a community college;

(3) 'going impacted' group - students wishing to continue their education but whose plans could be changed by their financial situtation, academic performance and other considerations;

(4) 'undecided' group - students who at the time of the survey had no definite plans regarding post-secondary;

(5) 'not going' group - students who either did not qualify for or did not want to enter post-secondary.

1.3 Plans After High School

(1) About 36% of the students planned to go to post-secondary directly after Grade XII.

(2) About 34% indicated that they would take at least one year off before they attended post-secondary.

(3) A full-time job or on-the-job training was the choice of about 20% of the students.

(4) For those students who did not intend to complete high school, 20 - 24% indicated they would go directly to a community college after Grade X or XI;
another 23% said they would get a job or on-the-job training.

1.4 Planned Date of Entry into Post-Secondary and Study Plan

(1) Approximately 75% of the 'going post-secondary' students indicated they would enroll in a post-secondary institution within the first year of graduation after high school.

(2) Another 21% of the students suggested that they would wait at least one year before enrolling in a post-secondary institution.

(3) From 49% (Grade X) to 55% (Grade XI) of the students indicated they would attend post-secondary full-time.

(4) 40% of the Grade X and 34% of the Grade XI students did not know whether they would enroll full-time or part-time.

1.5 Pure Demand for Post-Secondary Training

(1) For Grade X students, the University of Manitoba was the first choice institution of about 40% of the students; Red River Community College was the first choice of 30% of the students.

(2) As a second choice institution, Red River Community College had a 25% share of the Grade X students; University of Manitoba had a 22% share.

(3) The University of Manitoba was the first choice institution for 40% of the Grade XI students, Red River Community College had a 31% share.

(4) As second choice for Grade XI students the University of Manitoba had a 24% share, followed by Red River Community College with a 22% share.

1.6 Influence of People, High School Activities and Circumstances on Students' Decisions

(1) The most influential people on the planning of all students in Grade X or XI were parents.

(2) Students planning to go to a university or community college indicated that a college or university student they knew as important to their decision.

(3) In all other student decision groups, friends and employers were important influencing people.

(4) Students 'going to post-secondary' felt participation in high school activities prepared them for continuing education. Also, receipt of sufficient information on continuing education opportunities was noted as being important.

(5) 'Not going' students indicated that preparation with skills for immediate employment was important.

(6) Important influencing circumstances for 'going post-secondary' students were reputation of the institution and good employment opportunities; 'not going' students indicated the opportunity to live away from home and social life as significant factors in their decision making.

1.7 Events Which Might Impact the Students' Post-Secondary Decision

(1) Students who were 'going to post-secondary' indicated two main factors which might affect their decision - if a large number of people in their chosen occupation became unemployed and if family support became unavailable.

(2) Students planning not to go on to post-secondary indicated the opportunity to train on-the-job could be an impacting factor on their plans.

1.8 Financial Status

(1) About 80% of those students planning to go to post-secondary were certain or very certain of financing their first year.

(2) Students undecided about their future are the most financially constrained; 35 - 40% indicated they were only somewhat certain about their financing.

(3) Major sources of financing the first year of post-secondary were room and board at home, summer employment, personal savings and a part-time job.

1.9 Family Background

(1) The largest percentage of fathers with a post-secondary education were associated with students planning definitely to go to post-secondary.

(2) While 40% of the Grade X and 54% of the Grade XI 'going post-secondary' students indicated family incomes of $25,000 or more, only 13% of the Grade X and 20% of the Grade XI students did so.

THE GRADE 10 CLASS OF 1978-PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	- college or university degree (50%) - post-graduate degree (45%)	- college or university degree (61%) - some college or university (20%)	- college or university degree (46%) - some college or university (31%)	- high school graduate (77%)	- high school graduate(53%)
Influence of Individuals	- parents - college/university student - high school teacher	- parents - friends - college/university student	- parents - friends - college/university student	- parents - friends - employers	- parents - friends - employers
Influence of Circumstances	- reputation of institution - knowledge of good employment opportunities - social life	- social life - knowledge of good employment opportunities - reputation of institution	- social life - knowledge of good employment opportunities - opportunity to live away from home	- social life - opportunity to live away from home - knowledge of good employment opportunities	- social life - knowledge of good employment opportunities - opportunity to live away from home
Influence of High School Activities	- well prepared for continuing education - information re: continuing education - activities with future usefulness	- well prepared for continuing education - someone expressed personal interest - information re: continuing education	- well prepared for continuing education - information re: continuing education - activities with future usefulness	- well prepared for continuing education - prepared with skills for immediate employment - activities with future usefulness	- well prepared for continuing education - activities with future usefulness - information re: continuing education
Academic Standing	A to B	B to C	B to C	B to C	B to C
Father's Education	- 65% have Grade 12 or more	- 38% have Grade 12 or more	- 39% have Grade 12 or more	- 27% have Grade 12 or more	- 28% have Grade 12 or more
Family Income	- single largest group $25,000+ (32%) - 68% earn $16,000+	- largest groups $10,000-$11,999 (18%) $20,000-$24,999 (18%) - 35% earn $16,000+	- single largest group $20,000-$24,999 (17%) - 41% earn $16,000+	- single largest group $14,000-$15,999 (19%) - 36% earn $16,000+	- single largest group $25,000+ (18%) - 44% earn $16,000+
Certainty of Financing First Year	- very certain	- very certain	- certain	N/A	- somewhat certain
Sources of Financial Support	- room & board at home - summer employment - personal savings	- personal savings - summer employment - part-time employment	- summer employment - room & board at home - personal savings	N/A	- summer employment - personal savings - part-time job
Necessity of Education Beyond High School For a Good Job	- absolutely necessary	- absolutely necessary	- absolutely necessary	- somewhat necessary	- absolutely necessary
Importance of Education Beyond High School in Achieving Self-Fulfilment	- extremely important	- extremely important	- extremely important	- somewhat important	- extremely important

NOTE: 1. The Profile of Characteristics to Outcomes is the result of research sponsored by the Manitoba Post-Secondary Research Reference Committee on a continuing basis, 1972-1978.

2. "Going Impacted" Students - Research findings since 1972 have indicated this is a large sub-group of students who intend on immediate post-secondary enrolment but due to impacting factors such as finances, quotas and constraints, employment opportunities, etc., only about 40% actually arrive.

THE GRADE 11 CLASS OF 1978 PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	- college or university degree 55% - post-graduate degree (41%)	- college or university degree (59%) - some college or university (24%)	- college or university degree (49%) - some college or university (29%)	- high school graduate (78%)	- high school graduate(45%) - some college/university (28%)
Influence of Individuals	- parents - college or university student - friends	- parents - college or university student - relatives	- parents - friends - employers	- parents - friends - employers	- parents - friends - employers
Influence of Circumstances	- knowledge of good employment opportunities - reputation of institution - present state of the economy	- opportunity to live away from home - social life - reputation of institution	- social life - opportunity to live away from home - knowledge of good employment opportunities	- opportunity to live away from home - social life - knowledge of good employment opportunities	- social life - opportunity to live away from home - knowledge of good employment opportunities
Influence of High School Activities	- well prepared for continuing education - information re: opportunities for continuing education - someone expressed personal interest	- well prepared for continuing education - information re: opportunities for continuing education - prepared with skills for immediate employment	- well prepared for continuing education - information re:opportunities for continuing education - activities with future usefulness	- prepared with skills for immediate employment - activities with future usefulness - someone assisted me in finding employment	- prepared with skills for immediate employment - well prepared for continuing education - activities with future usefulness
Academic Standing	A to B	B to C	B to C	B to C	B to C
Father's Education	- 58% have Grade 12 or more	- 37% have Grade 12 or more	- 32% have Grade 12 or more	- 15% have Grade 12 or more	- 28% have Grade 12 or more
Family Income	- single largest group $25,000+ (32%) - 63% earn $16,000+	- single largest group $25,000+ (22%) - 46% earn $16,000+	- single largest group $16,000-$19,999 (18%) - 45% earn $16,000+	- single largest group $25,000+ (20%) -44% earn $16,000+	- single largest group $12,000-$13,999 (15%) -34% earn $16,000+
Certainty of Financing First Year	- very certain	- very certain	- certain - somewhat certain	N/A	- somewhat certain
Sources of Financial Support	- room & board from parents - summer employment - personal savings	- summer employment - part-time job - personal savings	- summer employment - personal savings - room & board from parents	N/A	- summer employment - room and board from parents - part-time job
Necessity of Education Beyond High School For a Good Job	- absolutely necessary	- absolutely necessary	- absolutely necessary	- not necessary	- somewhat necessary
Importance of Education Beyond High School in Achieving Self-Fulfilment	- extremely important	- extremely important	- important	- somewhat important	- somewhat important

NOTE: 1. The Profile of Characteristics to Outcomes is the result of research sponsored by the Manitoba Post-Secondary Research Reference Committee on a continuing basis, 1972-1978.

2. "Going Impacted" Students - Research findings since 1972 have indicated this is a large sub-group of students who intend on immediate post-secondary enrolment but due to impacting factors such as finances, quotas and constraints, employment opportunities, etc., only about 40% actually arrive.

CHAPTER I I

METHODOLOGY

2.1 Sample Size and Selection

In September, 1977 the Grade X public school student population was 18,049 and the Grade XI numbered 16,154. The POEM-II survey sampled 1,190 students in each of the grades (6.6% of the Grade X target population and 7.4% of the Grade XI target population) and 1,059 Grade X and 1,017 Grade XI useable questionnaires were returned for a response rate of 89% and 85% respectively.

The target population of schools surveyed in 1977-78 comprised all public and private schools in Manitoba with Grade X to XII enrollments. Special considerations were used in drawing the sample. These were:

(a) participation rates in post-secondary education
(b) school population distribution by geocode region, and
(c) special agency requirements.

A total of 60 schools were selected from the 8 geocode regions. Grade X, and XI students were sampled in 33 of these schools. Approximately 25% of the schools included in each year's sample are rotated so that a complete picture of all schools can be obtained as well as to ensure that there is no bias in the sampling procedure. Sample sizes have been increased for areas where the sample estimates would not yield the accuracy or level of confidence necessary for regional or institutional analysis.

2.2 Questionnaire Development

The survey questionnaire was developed by a working group consisting of members of the Post-Secondary Research Reference Committee and was based, with minor modifications, on the questionnaires used in the 1975-76 and 1976-77 PDEM-II survey. Special emphasis has been placed on the following points in preparing the survey:

(a) longitudinal aspects of the PDEM-II project (the surveying of the same students in Grade X, XI and XII over a 3-year period) so a core of questions was kept comparable between survey years and grades;

(b) the post-secondary education goals of students;

(c) events impacting student decision-making regarding post-secondary education, and

(d) an interest in barriers, actual or perceived, to post-secondary education.

Questions essential to the production of a three year post-secondary forecast were retained without change from the previous survey years.

2.3 Survey Techniques

In early fall of 1977, a letter was sent out to all school superintendents and principals in this year's sample informing them of this year's survey and eliciting their cooperation. The next contacts were by phone to see if the schools were willing to be a part of the survey and indicate additional information on the survey background, objectives and the methodology to be used for choosing the sample.

A package was then sent out to each school containing its particular sample size, identification number lists and random number tables to allows them to draw a systematic random sample of students from each grade.

Administration of the survey was under taken with 40 schools being visited in person by teams of interviewers who administered the questionnaire in group sessions. For some rural and northern schools, mail packages were sent with taped and written instructions on how to administer the survey. The questionnaires were then administered by school personnel and then returned for analysis.

2.4 Data Analysis

Upon completion of the survey, the first step in data conversion was to check the completeness, validity and purity of the answers registered on the questionnaires. Analysis of the data was then undertaken using descriptive statistics and one-way frequency distributions as well as contingency tables and related measures of association. The data was broken down into various sub-populations and a comparative analysis prepared. Sub-populations were derived from the data base according to the logic and direction of the research. Through the application of statistical and other operational research techniques, quantitative conclusions were drawn and inferences made.

CHAPTER III

GENERAL CHARACTERISTICS

This chapter will discuss some of the general background characteristics of students such as sex, number of brothers and sisters, and major language of instruction.

3.1 Number of Brothers and Sisters

Responses to the survey indicated that 44.7% of the Grade X and 44.9% of the Grade XI students had two or fewer brothers and sisters (Table 1).

TABLE 1

NUMBER OF BROTHERS AND SISTERS

Number	Grade X	Grade XI
1 or less	17.7%	17.3%
2	27.0	27.6
3	21.1	23.5
4	13.5	12.7
5 or more	20.7	18.7
	N = (1032)	N = (981)

3.2 Sex of Those Students Surveyed

41.7% of the Grade X students were male while 52.9% were female. The Grade XI sample showed 42.9% male and 57.1% were female students (Table 2).

TABLE 2

SEX OF STUDENTS

Sex	Grade X	Grade XI
Male	47.1%	42.9%
Female	52.9	57.1
	N = (1068)	N = (1000)

3.3 Major Language of Instruction

The Grade X students indicated that 83.1% wished their instruction in English only, 14.7% in both English and French and 2.2% in French only. The Grade XI class indicated that 89.2% wished instruction in English, 8.9% in both English and French and 1.7% in French only (Table 3).

TABLE 3

MAJOR LANGUAGE OF INSTRUCTION PREFERRED

Language	Grade X	Grade XI
French	2.2%	1.7%
English	83.1	89.2
Both	14.7	8.9
	N = (835)	N = (801)

CHAPTER IV

FUTURE PLANS AND ASPIRATIONS

This chapter will focus on the plans of students upon leaving high school.

4.1 Highest Grade You Intend to Complete

Of the students sampled, 3.9% of the Grade X students indicated that Grade X education was the highest grade level that they were going to complete. 3.7% of the Grade X and 5.3% of the Grade XI sample indicated Grade XI as their highest grade. The remainder of the students indicated they would complete Grade XII (Table 4).

TABLE 4

HIGHEST GRADE YOU INTEND TO COMPLETE

Highest Grade	Grade X	Grade XI
Grade X	3.9%	---
Grade XI	3.7	5.3
Grade XII	92.3	94.7
	N = (1068)	N = (994)

4.2 Plans After Grade XII

When asked about their plans after leaving Grade XII (Table 5), 35.7% of the Grade X and 36.7% of the Grade XI students indicated that they planned to go to post-secondary education directly after leaving school while 32.8% of the Grade X and 35.1% of the Grade XI students wished to take at least one year off. Of those students indicating that they

wanted to get on-the-job training or a full-time job, there were 21.4% and 19.4% in the Grade X and the Grade XI samples respectively. Approximately 10.4% of the Grade X and 8.7% of the Grade XI classes responded that they wished to go to post-secondary education part-time while working at a full-time or part-time job.

TABLE 5

PLANS AFTER GRADE XII

Plans	Grade X	Grade XI
Go to post-secondary directly	35.7%	36.7%
Take at least one year off and then go to post-secondary	32.8	35.1
Go to Community College or University part-time while working	10.4	8.7
Get a full-time job or on-the-job training	21.4	19.5
	N = (984)	N = (923)

4.3 Plans of Students Not Completing High School

The students who indicated that they did not plan to complete their high school training, when asked what they intended to do, 19.1% and 23.7% replied that they would like to go to community college directly after Grade X or Grade XI, 24.7% of the Grade X and 22.3% of the Grade XI students wanted to get a job or on-the-job training, 28.7% of the Grade X and 17.8% of the Grade XI students were undecided and 12.4% of the Grade X and 17.8% of the Grade XI students indicated that they would like to take a year off to work and/or travel before going on to community college (Table 6).

TABLE 6

PLANS OF STUDENTS NOT COMPLETING HIGH SCHOOL

Plans	Grade X	Grade XI
Go to Community College directly after Grade X or Grade XI	19.1%	23.7%
Get a job or on-the-job training	24.7	22.3
Undecided	28.7	17.8
Take a year off to work or travel and then go to Community College	12.4	17.8
	N = (178)	N = (157

4.4 Plans Regarding Post-Secondary Education

The students' plans regarding post-secondary education are summarized in Table 7. Approximately 23.3% of the Grade X and 27.4% of the Grade XI students were undecided as to their future while 35.5% of the Grade X and 34.1% of the Grade XI students were going on only if things worked out. Of those students in the definitely going group, 19.0% of the Grade X and 16.3% of the Grade XI students were going on directly to university while 4.1% of the Grade X and 6.5% of the Grade XI class were going on to community college. About 5% of the Grade X and XI students indicated some other institution. Only 9.4% of the Grade X and 8.6% of the Grade XI students indicated that they were in the definitely not going on to post-secondary education group. The remainder of the students did not specify their plans (Table 7).

TABLE 7

PLANS REGARDING POST-SECONDARY

Plans	Grade X	Grade XI
Undecided	23.3%	27.4%
Going on "if things work out"	35.5	34.1
Definitely going on:		
To University	19.0	16.3
To Community College	4.1	6.5
To other Institution	5.3	5.2
Not going on	9.4	8.6
Other	3.4	1.9
	N = (1027)	N = (975)

CHAPTER V

POST-SECONDARY PLANS

This section will discuss student plans as to when they plan to enroll in post-secondary education and into which institutions and programs they plan to enroll.

5.1 Time of First Enrolling in Post-Secondary Education

An analysis of student responses indicates that 74.9% of the Grade X and 76.9% of the Grade XI students wished to enroll in post-secondary training within their first year of leaving high school (Table 8). Approximately 20.8% of the Grade X and 21.2% of the Grade XI students wished to enroll 2 years after graduation with the remainder of the students (2-4%) wanting to enroll 3 or more years after high school graduation.

TABLE 8

TIME OF FIRST ENROLLING IN POST-SECONDARY

Time	Grade X	Grade XI
First September after final year of high school	44.9%	48.8%
First February after final year of high school	30.0	28.1
2 years after graduation	20.8	21.2
3 years after graduation	1.6	0.8
4 years after graduation	1.0	0.1
5 years after graduation	1.7	1.0
	N=(813)	N=(787)

5.2 Plans to Enroll Full or Part-Time

When students were queried as to their plans to enroll in post-secondary training full or part-time (Table 9), 48.5% of the Grade X and 54.9% of the Grade XI students indicated full-time while 11.7% of the Grade X and 11.5% of the Grade XI students indicated part-time day or evening. The remainder of the students were uncertain as to their plans.

TABLE 9

PLANS TO ENROLL FULL-TIME/PART-TIME

Time	Grade X	Grade XI
Full-Time	48.5%	54.9%
Part-Time Day	9.7	9.9
Part-Time Evening	2.0	1.6
Don't Know	39.9	33.6
	N=(848)	N=(807)

5.3 First Choice Post-Secondary Institution

The Grade X 'pure demand' (unconstrained by quotas) for post-secondary training distribution indicated that for the Grade X students the first choice university share was 51.1%; the University of Manitoba had a 40.3% share, University of Winnipeg 5.0%, Brandon University 3.8% and St. Boniface College a 2.0% share (Table 10). The community colleges total share was 35.1% with the Red River Community College share 29.9%, Assiniboine Community College 3.7% and Keewatin Community College 1.5%. The total percentage share for other institutions, both inside and outside of the province was 10.9%.

TABLE 10

GRADE X 'PURE DEMAND' FOR POST-SECONDARY EDUCATION IN MANITOBA - PERCENTAGE DISTRIBUTION

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	40.3%	21.6%	9.7%
University of Winnipeg	5.0	18.3	11.5
Brandon University	3.8	12.3	15.5
St. Boniface College	2.0	0.0	1.0
Universities - Total	51.1 (N=333)	52.2 (N=224)	37.7 (N=89)
Red River Community College	29.9	25.2	16.2
Assiniboine Community College	3.7	7.4	13.9
Keewatin Community College	1.5	1.6	6.4
Community Colleges - Total	35.1 (N=228)	34.2 (N=147)	36.5 (N=86)
Others - Inside Manitoba	2.6	4.5	9.1
Others - Outside Manitoba	8.2	9.1	16.7
Others - Total	10.9 (N=71)	13.6 (N=58)	25.8 (N=61)
TOTAL	100.0 (N=651)	100.0 (N=429)	100.0 (N=237)

'Pure Demand' is defined as the demand by students for a particular program or institution of studies, given no constraints in quotas, ability to finance the first year of post-secondary education, grades, etc.

The Grade XI students' first choice institution of studies (Table 11) distribution indicated the percentage share for the university sector was 51.7% with the University of Manitoba 40.2%, University of Winnipeg 5.6%, Brandon University 4.1% and St. Boniface College 1.8%. The community colleges percentage share total was 36.0% with 30.9% for Red River Community College, 3.9% for Assiniboine Community College and 1.2% for Keewatin Community College. Other institutional choices, both inside and outside the province were 12.3%.

Appendix A contains the first and second choice program of studies for Grade X and Grade XI students at the first choice institution both for the community colleges and the universities.

TABLE 11

GRADE XI 'PURE DEMAND' FOR POST-SECONDARY EDUCATION IN MANITOBA - PERCENTAGE DISTRIBITION

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	40.2%	23.6%	11.0%
University of Winnipeg	5.6	17.2	11.8
Brandon University	4.1	10.7	11.8
St. Boniface College	1.8	0.3	0.0
University - Total	51.7 (N=343)	51.9 (N=228)	34.6 (N=85)
Red River Community College	30.9	21.8	28.6
Assiniboine Community College	3.9	8.9	13.2
Keewatin Community College	1.2	2.5	5.5
Community College - Total	36.0 (N=239)	33.2 (N=146)	47.3 (N=115)
Others - Inside Manitoba	2.9	3.2	2.2
Others - Outside Manitoba	9.4	11.7	15.9
Others - Total	12.3 (N=82)	14.9 (N=65)	18.1 (N=44)
TOTAL	100.0 (N=664)	100.0 (N=439)	100.0 (N=244)

'Pure Demand' is defined as the demand by students for a particular program or institution of studies, given no constraints in quotas, ability to finance the first year of post-secondary education, grades, etc.

5.4 Stability of Post-Secondary Institutional Choice

Tables 12 and 13 show the stability of institutional choice for Grade X and XI students respectively, i.e. the percentage of students choosing the same or another institutional type as their second choice. It is apparent that for both Grade X and XI students there is considerable cross-over between institutional choices. For those students choosing university as a first-choice institution, approximately 30% would enroll at a community college as their second choice. The percentage of students who would switch from a community college to a university is even greater; only approximately 40% of the Grade X and XI students choosing a community college as a first choice would enroll at one as a second choice. Universities as a second choice attract the largest percentage of those students who plan to enroll in a post-secondary institution outside Manitoba as a first choice.

TABLE 12

STABILITY OF POST-SECONDARY INSTITUTIONAL CHOICE - GRADE X

(Percentage of Grade X students choosing a type of post-secondary institution as first choice and also choosing that type as second choice.)

First Choice Institution	Second Choice Institution			
	University	Community College	Other Inside Manitoba	Other Outside Manitoba
University	56.3%	32.0%	2.6%	9.1%
Community College	60.0	37.0	3.0	0.0
Other Inside Manitoba	37.5	43.8	12.5	6.2
Other Outside Manitoba	59.3	9.3	1.9	29.5

TABLE 13

STABILITY OF POST-SECONDARY INSTITUTIONAL CHOICE - GRADE XI

(Percentage of Grade XI students choosing a type of post-secondary institution as first choice and also choosing that type as second choice.)

First Choice Institution	Second Choice Institution			
	University	Community College	Other Inside Manitoba	Other Outside Manitoba
University	56.6%	29.8%	1.8%	11.8%
Community Colleges	52.9	40.4	2.1	4.6
Other Inside Manitoba	35.3	35.3	29.4	0.0
Other Outside Manitoba	50.8	13.4	0.0	35.8

C H A P T E R V I

INFLUENCES ON DECISIONS

A number of questions on the survey were designed to study those factors which influence the decision-making patterns of Grade X and Grade XI students. The areas focused on are: the influence of individuals, the influence of high school activities, the influences of circumstances on planning, attitudes of students towards post-secondary education, impacting events on student decision-making, influence of finances on student decision-making, father's level of education, adequacy of counselling, academic average, parental income and Manitoba Student Aid awareness.

6.1 Influences on Planning for the Future

The major influences on students' planning for the future can be broken into the areas such as influence of people on students' planning (Tables 14 and 15), influence of high school activities (Tables 16 and 17), and influence of circumstances on students' planning (Tables 18 and 19).

6.1.1 Influence of People on Students' Planning

The most influential people on the planning of all students in Grade X or XI (Tables 14 and 15) were parents. For both the going university and going community college group, college or university students were the next most influential. For the undecided, going impacted (if things like finances, marks, etc. work out) and not going groups, friends were indicated as being the second most important influencing person with employers generally the third most important.

6.1.2 Influence of High School Activities

Those activities having the most influence on the going post-secondary groups were that they felt they were well prepared for continuing education and had sufficient information on continuing education training (Tables 16 and 17). The students in the not going post-secondary group indicated that they were prepared with skills for immediate employment and participation in activities with future usefulness were both important.

6.1.3 Influence of Circumstances

The going university groups indicated that the reputation of the institution and knowledge of good employment opportunities were the most important factors. Not going students indicated that the opportunity to live away from home and social life were significant factors in their decision-making (Tables 18 and 19).

6.2 Attitudes of Students to Post-Secondary Education

When asked about their attitudes towards post-secondary education (Tables 20 and 21), over 90% of the Grade X and XI going university and community college students indicated that education beyond high school was necessary to get a good permanent job and important for the sake of learning itself and self-fulfillment. The not going post-secondary groups indicated that education was not necessary to get a good permanent job 40-50% of the time. About 30-40% of the not going students indicated that education was not important for the sake of learning itself and self-fulfillment.

6.3 Events Impacting the Post-Secondary Decision

Important impacting events for Grade X going university students (Table 22) which could change their decisions in rank order are people in chosen field become unemployed, opportunity to train on the job and family support becomes unavailable as the third most important factor. The going community college group indicated the opportunity to train on the job and graduates of technical/vocational occupations receive large wage increases as the two most important factors which could impact their decision. Secondary factors were people in my chosen

TABLE 14

INFLUENCE OF PEOPLE ON THE PLANNING OF GRADE X STUDENTS

Person	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	77.9	1	78.6	1	74.2	1	73.6	1	57.3	1
College or University Student	32.5	2	27.5	3	21.1	5	28.7	3	16.8	5
Teacher	23.2	3	12.5	6	16.8	6	20.9	6	11.6	7
Friends	22.7	4	33.3	2	33.0	2	30.0	2	29.8	2
Relatives	21.1	5	22.0	4	21.4	4	23.8	4	24.2	4
Employe:(s)	19.7	6	17.5	5	23.8	3	21.4	5	27.4	3
Counsellor	18.6	7	7.7	7	13.2	7	19.3	7	15.8	6
College or University Representative	13.4	8	5.1	9	10.0	8	14.3	8	9.7	8
Religious Leader	9.3	9	7.5	8	7.2	9	12.1	9	7.5	9

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 15

INFLUENCE OF PEOPLE ON THE PLANNING OF GRADE XI STUDENTS

Person	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	77.2	1	71.0	1	71.3	1	68.4	1	57.1	1
College or University Student	31.4	2	27.0	2	16.3	6	19.5	4	6.0	8
Teacher	21.0	4	15.9	8	16.8	5	17.7	5	9.6	6
Friends	28.0	3	22.9	4	40.2	2	33.6	2	32.1	2
Relatives	19.7	6	26.2	3	17.1	4	16.7	6	13.1	4
Employer(s)	20.4	5	16.7	5	23.9	3	23.0	3	20.2	3
Counsellor	17.7	7	16.4	6	13.4	7	15.0	7	10.7	5
College or University Representative	15.9	8	16.1	7	10.7	8	10.2	8	2.4	9
Religious Leader	6.4	9	9.8	9	7.0	9	6.3	9	6.0	7

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 16

INFLUENCE OF HIGH SCHOOL ACTIVITIES ON THE PLANNING OF GRADE X STUDENTS

Activity	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Prepared for Continuing Education	84.0	1	65.9	1	44.7	1	63.1	1	27.1	1
Information on Continuing Education and Training	43.2	2	46.0	3	27.2	3	43.7	2	21.3	4
Activities with Future Use	40.0	3	22.5	6	30.1	2	33.5	3	24.7	3
Personal Interest Shown	33.0	4	50.0	2	22.0	6	33.2	4	19.8	6
Contact with Education Representatives	20.6	5	19.5	7	11.4	7	17.3	7	11.4	7
Prepared with Skills for Immediate Employment	17.1	6	33.3	4	26.7	4	24.5	5	26.0	2
Assistance in Finding Employment	13.9	7	23.7	5	22.4	5	21.0	6	20.2	5
Counselling Service	11.5	8	2.6	8	8.9	8	13.7	8	8.4	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 17

INFLUENCE OF HIGH SCHOOL ACTIVITIES ON THE PLANNING OF GRADE XI STUDENTS

Activity	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Prepared for Continuing Education	83.0	1	60.3	1	28.7	2	54.7	1	18.1	4
Information on Continuing Education and Training	46.2	2	54.0	2	18.1	6	43.0	2	13.3	6
Personal Interest Shown	33.9	3	35.5	4	21.9	4	26.7	4	16.7	5
Activities with Future Use	32.1	4	27.9	5	25.1	3	28.8	3	22.0	2
Contact with Education Representatives	25.8	5	18.3	7	12.5	7	18.9	6	4.9	8
Prepared with Skills for Immediate Employment	22.6	6	44.3	3	29.6	1	22.4	5	30.1	1
Counselling Service	12.0	7	13.1	8	10.3	8	11.7	8	8.3	7
Assistance in Finding Employment	9.8	8	19.7	6	21.2	5	18.9	7	20.2	3

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 18

INFLUENCE OF CIRCUMSTANCES ON THE PLANNING OF GRADE X STUDENTS

Circumstance	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Reputation of Institution	46.1	1	38.5	3	20.0	6	36.3	4	16.8	6
Knowledge of Good Employment Opportunities	45.6	2	46.3	2	40.3	2	43.5	2	31.6	3
Social Life	34.9	3	47.6	1	41.9	1	48.3	1	46.3	1
New Life Style	29.1	4	27.6	6	32.0	4	29.8	6	30.6	4
Athletic or Recreational Programs	27.7	5	24.4	7	29.8	5	34.3	5	22.1	5
State of Economy	28.6	6	33.3	4	19.9	7	25.9	7	16.3	7
Live Away From Home	26.8	7	29.3	5	38.7	3	36.8	3	37.9	2
Religious Relationship	14.9	8	7.5	8	9.8	8	15.0	8	6.5	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 19

INFLUENCE OF CIRCUMSTANCES ON THE PLANNING OF GRADE XI STUDENTS

Circumstance	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Knowledge of Good Employment Opportunities	48.4	1	38.1	5	36.8	3	38.4	3	36.1	3
Reputation of Institution	47.1	2	43.6	3	16.9	7	31.9	5	13.1	7
State of Economy	37.7	3	29.0	6	22.7	6	28.1	7	15.7	6
Social Life	29.3	5	45.2	2	50.6	1	44.2	1	48.2	2
Live Away From Home	26.3	6	46.0	1	46.5	2	41.3	2	51.2	1
New Life Style	31.6	4	39.2	4	35.5	4	35.9	4	35.8	4
Athletic or Recreational Programs	21.7	7	24.2	7	26.9	5	30.4	6	22.9	5
Religious Relationship	10.3	8	12.9	8	9.7	8	10.5	8	7.1	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 20

ATTITUDES OF GRADE X STUDENTS TOWARDS POST-SECONDARY EDUCATION

Attitude	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
Not Necessary to get a good permanent job	5.2%	7.3%	22.3%	12.8%	41.7%
Necessary to get a good permanent job	94.7	92.6	77.7	87.2	58.4
Not important for the sake of learning itself and self-fulfillment	4.2	9.7	22.0	11.9	36.3
Important for the sake of learning itself and self-fulfillment	95.9	90.2	77.9	88.1	63.8

TABLE 21

ATTITUDES OF GRADE XI STUDENTS TOWARDS POST-SECONDARY EDUCATION

Attitude	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
Not necessary to get a good permanent job	9.5%	9.8%	26.2%	15.3%	45.2%
Necessary to get a good permanent job	90.5	90.2	73.8	84.7	54.8
Not important for the sake of learning itself and self-fulfilment	8.3	8.4	28.9	15.1	33.3
Important for the sake of learning itself and self-fulfillment	91.7	91.5	71.2	84.9	66.7

TABLE 22

GRADE X

IMPACTING EVENTS ON POST-SECONDARY DECISION

Event *	Going University		Going Community College		Going Impacted		Undecided		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Opportunity to train on the job	22.8	2	35.7	1	39.3	1	44.1	1	52.7	1
Family support unavailable	22.5	3	31.0	3	28.4	4	13.7	8	6.7	9
No summer employment available after high school	18.2	6	26.2	5	31.3	2	27.4	3	30.0	2
People in chosen occupation become unemployed	27.1	1	31.0	3	30.7	3	29.6	2	14.8	5
Graduates in technical and vocational occupations receive large wage increases	21.5	4	35.7	1	22.9	6	21.6	4	14.4	6
More financial assistance available	19.2	5	23.8	6	22.2	7	13.1	9	12.1	8
Economic conditions worsen	17.6	7	16.7	7	17.9	8	16.7	5	18.7	3
Admission requirements easier	16.1	8	11.9	8	26.1	5	16.4	6	16.5	4
Take post-secondary courses while on the job	7.8	9	9.5	9	14.6	9	15.0	7	12.2	7

* Major influence on the student

TABLE 23

GRADE XI

IMPACTING EVENTS ON POST-SECONDARY DECISION

Event *	Going University		Going Community College		Going Impacted		Undecided		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Opportunity to train on the job	14.1	5	46.8	1	31.7	2	37.0	1	46.9	1
Family support unavailable	28.8	2	22.6	3	27.7	4	11.5	8	3.8	9
No summer employment available after high school	21.0	3	21.0	4	30.9	3	23.9	2	24.1	2
People in chosen occupation become unemployed	32.9	1	24.2	2	34.5	1	21.8	3	12.7	3
Graduates in technical and vocational occupations receive large wage increases	11.5	8	21.0	4	22.0	6	15.7	4	11.3	6
More financial assistance available	19.1	4	11.3	7	22.7	5	10.6	9	6.3	8
Economic conditions worsen	14.1	5	14.5	6	17.3	8	15.1	6	12.5	4
Admission requirements easier	13.4	7	11.3	7	18.2	7	14.8	7	8.6	7
Take post-secondary courses while on the job	7.1	9	6.5	9	15.8	9	15.6	5	12.5	4

* Major influence on the student

occupation became unemployed and family support becomes unavailable. For the not going group, the opportunity to train on the job would be of major importance and the lack of summer employment after high school of lesser importance.

Grade XI students (Table 23) in the going university and the going impacted groups indicated that the unemployment of a large number of people in their chosen occupation would have an impact on their decision to go to post-secondary. Two other factors were given by the going university group as possibly having a major impact on their decision. These were lack of family support and the lack of summer employment opportunities after high school. These two reasons become very important in view of the fact that family support and summer employment are seen (by going university students) to be the chief sources of financing the first year of post-secondary.

The opportunity to train on the job could be an impacting factor on the plans of those students who would like to go to a community college, students undecided about their plans, and students not going on to post-secondary.

It is apparent that the indecision of some students about their plans after high school may be linked to the availability of summer jobs, since these students indicate this as an important impacting factor on their decision.

6.4 Post-Secondary Education Financing

6.4.1 Certainty of Financing Post-Secondary Training

When asked about the certainty of financing their first year of post-secondary education (Table 24 and 25), those students in the going post-secondary groups indicated that they would have very little difficulty in financing their first year of training. Approximately 80% of the Grade X and XI students who planned to go on to university or

community college were certain or very certain of financing their first year. As would be expected, going impacted students were less certain about finances. They were evenly distributed between the certain or somewhat certain categories. However, it may be that the undecided students are more financially constrained than the going impacted students; about 35-40% of these students were only somewhat certain about their financing ability.

TABLE 24

GRADE X STUDENTS' CERTAINTY OF FINANCING THEIR FIRST YEAR OF POST-SECONDARY EDUCATION

	Going to University (N=190)	Going to Community College (N=41)	Undecided (N=134)	Going Impacted (N=332)	Not Going (N=19)
Very Certain	52.6%	51.2%	11.9%	18.4%	0.0%
Certain	32.1	31.8	29.8	35.3	26.3
Somewhat Certain	13.7	14.6	39.6	34.0	26.3
Not Certain at all	1.6	2.4	18.7	12.3	47.4

TABLE 25

GRADE XI STUDENTS' CERTAINTY OF FINANCING THEIR FIRST YEAR OF POST-SECONDARY EDUCATION

	Going to University (N=158)	Going to Community College (N=57)	Undecided (N=170)	Going Impacted (N=315)	Not Going (N=11)
Very Certain	56.3%	42.1%	20.6%	27.0%	18.2%
Certain	31.7	35.1	23.5	30.2	27.2
Somewhat Certain	9.5	15.8	35.3	30.8	9.1
Not Certain at all	2.5	7.0	20.6	12.0	45.5

TABLE 26

MAJOR SOURCES OF FINANCING FIRST YEAR OF POST-SECONDARY EDUCATION FOR GRADE X STUDENTS

Sources of Finances	Going University		Going Community College		Undecided		Going Impacted	
	%	Rank	%	Rank	%	Rank	%	Rank
Room and Board at Home	40.0	1	23.7	4	26.0	4	34.5	2
Summer Employment	25.5	2	38.5	2	38.6	1	40.4	1
Personal Savings	20.4	3	47.5	1	28.8	2	27.5	3
Other Scholarships, Grants	17.0	4	5.1	8	19.1	7	16.8	6
Monetary Aid from Relatives	14.6	5	18.9	5	12.4	8	15.0	7
Government Student Aid	13.4	6	17.9	6	23.3	5	22.8	5
Part-Time Job during Academic Year	11.2	7	25.6	3	28.2	3	25.1	4
Full-Time Job during Academic Year	3.2	8	10.3	7	19.4	6	14.4	8

6.4.2 Major Sources of Post-Secondary Financing

Tables 26 and 27 show the major sources of financing for the first year of continuing education for Grade X and XI students respectively. Major differences in sources of finances exist between the various sub-groups. For both Grade X and XI going university and going impacted students, the major sources of finances are room and board at home, summer employment and personal savings. It is interesting to note that for students planning to go to community college and undecided students, a part-time job during the academic year is a major source of finances.

6.5 Adequacy of Counselling

Tables 28 and 29 indicate the adequacy of utilized counselling services as perceived by the Grade X and Grade XI classes. The areas of counselling which were surveyed were post-secondary education, both universities and community colleges, financial assistance counselling for both secondary and post-secondary education, career and job counselling and counselling concerning high school course options. Detailed student responses by category are in Tables 28 and 29 but generally, the students indicated that the counselling was either adequate or very adequate. Only those students who had actually used the service were asked to respond to this question.

The tables also give us some idea of the number of students who have received counselling in the various areas. It is apparent that a large number of the Grade X and XI students had received some counselling in the areas of high school course options and career counselling. Fewer students had received counselling concerning post-secondary opportunities. Counselling services that had been utilized the least were actual job placement or job search techniques and financial aid opportunities for secondary and post-secondary education.

TABLE 27

MAJOR SOURCES OF FINANCING FIRST YEAR OF POST-SECONDARY EDUCATION FOR GRADE XI STUDENTS

Sources of Finances	Going University		Going Community College		Undecided		Going Impacted	
	%	Rank	%	Rank	%	Rank	%	Rank
Room and Board at Home	44.9	1	21.8	5	31.1	2	29.7	3
Summer Employment	37.3	2	38.2	1	40.6	1	46.9	1
Personal Savings	22.9	3	28.1	3	26.9	4	32.6	2
Government Student Aid	18.7	4	21.8	4	25.0	5	26.4	5
Other Scholarships, Grants	18.2	5	12.7	7	19.5	6	20.4	6
Part-Time Job during Academic Year	16.7	6	29.1	2	30.8	3	28.2	4
Monetary Aid from Relatives	16.3	7	14.8	6	16.2	8	15.2	7
Full-Time Job during Academic Year	5.3	8	9.1	8	17.7	7	12.4	8

TABLE 28

ADEQUACY OF UTILIZED COUNSELLING SERVICES

GRADE X

Counselling Service	Very Inadequate	Inadequate	Undecided	Adequate	Very Adequate	N
Concerning High School Course Options	2.4%	3.9%	18.1%	55.3%	20.3%	463
Information Concerning Universities	3.1	9.4	24.0	51.0	12.5	192
Information Concerning Community Colleges	3.3	15.6	23.3	41.7	16.1	180
Financial Assistance Concerning High School Education	6.0	8.7	25.3	38.7	21.3	150
Financial Assistance Concerning Post-Secondary Education	8.7	13.0	42.0	27.5	8.7	69
Information Concerning Careers	3.5	10.6	21.0	44.9	19.9	396
Personal Counselling Concerning Possible Careers	2.1	8.0	17.6	51.3	21.1	437
Information Concerning Specific Careers	4.6	11.5	25.4	41.3	17.2	366
Information Concerning Job Search Techniques	6.1	14.1	31.9	37.4	10.4	163
Assistance in Locating a Job	9.8	8.9	29.3	38.2	13.8	123

TABLE 29

ADEQUACY OF UTILIZED COUNSELLING SERVICES

GRADE XI

Counselling Service	Very Inadequate	Inadequate	Undecided	Adequate	Very Adequate	N
Concerning High School Course Options	2.2%	4.1%	17.1%	53.9%	22.7%	51
Information Concerning Universities	0.7	8.6	12.4	55.1	23.2	26
Information Concerning Community Colleges	1.6	6.5	17.8	55.5	18.6	24
Financial Assistance Concerning High School Education	2.4	11.8	29.1	40.2	16.5	12
Financial Assistance Concerning Post-Secondary Education	5.6	9.9	39.4	29.6	15.5	71
Information Concerning Careers	3.6	7.9	16.0	51.9	20.5	468
Personal Counselling Concerning Possible Careers	2.8	8.3	17.2	48.8	22.9	42
Information Concerning Specific Careers	2.5	10.4	20.6	46.5	19.9	432
Information Concerning Job Search Techniques	6.3	10.8	29.7	41.8	11.4	158
Assistance in Locating a Job	3.4	8.7	29.5	43.0	15.4	149

6.6 Parents Level of Education

6.6.1 Father's Level of Education

Consistent with previous surveys on student aspirations for post-secondary, the largest percentage of fathers with a university degree or a community college diploma/certificate were associated with students who plan definitely to go to university or to community college after high school. Students who do not plan to continue their education after high school tend to have fathers who have some high school education or less than a Grade VIII education (Tables 30 and 31). Tables related to mother's level of education can be found in Appendix B.

6.6.2 Highest Level of Education Student Expects to Complete

The highest level of education a student indicates he expects to complete can be used as one means of verifying the post-secondary decision groups (going university, not going, etc.) into which students have been categorized (Tables 32 and 33).

Approximately 90% of those students who have been placed in the "not going" on to further education category indicated that they expect to graduate from high school or at least complete some high school. Similarly, over 90% of those students in the "going university" decision group indicated that they intended to complete some college or university, obtain a university degree or community college diploma/certificate or complete a post-graduate degree.

Students who have been categorized as "undecided" or "going impacted" differ from those students planning to go definitely to post-secondary as to the highest level of education they intend to complete. For Grades X and XI the largest percentage of "undecided" students indicated that they probably will only complete high school. For Grade X, 20% indicate some post-secondary and an additional 20% indicate a complete post-seondary education. About 28% of the undecided Grade XI students indicated some college or university. "Going impacted" students in both Grade X and Grade XI indicate that they expect to complete a post-secondary course or some community college or university.

TABLE 30

FATHER'S LEVEL OF EDUCATION - GRADE X STUDENTS

Level of Education	Going to University N=(187)	Going to Community College N=(40)	Undecided N=(211)	Going Impacted N=(257)	Not Going N=(85)
Grade VIII or less	11.8%	35.0%	39.3%	27.4%	43.5%
Some High School	19.3	20.0	29.4	31.2	29.4
High School Graduate	15.5	15.2	14.2	13.7	15.3
Technical-Vocational School above High School	6.4	7.5	2.8	5.8	4.7
Some College/University	10.2	7.5	2.4	5.0	1.2
University/College/ Community College Degree	16.0	5.0	5.8	9.9	3.5
Post-Graduate Degree	16.6	2.5	2.8	5.0	2.4
Other	4.3	7.5	3.3	2.0	0.0

TABLE 31

FATHER'S LEVEL OF EDUCATION - GRADE XI STUDENTS

Level of Education	Going to University N=(150)	Going to Community College N=(62)	Undecided N=(249)	Going Impacted N=(323)	Not Going N=(80)
Grade VIII or less	18.0%	27.4%	44.6%	32.5%	51.3%
Some High School	23.3	35.5	25.3	34.1	32.5
High School Graduate	12.0	16.1	14.5	12.4	10.0
Technical-Vocational School above High School	6.7	4.8	2.8	3.7	2.5
Some College/University	7.3	4.8	3.2	4.6	0.0
University/College Community College Degree	19.3	9.7	3.2	5.6	2.5
Post-Graduate Degree	12.7	1.6	4.0	5.6	0.0
Other	0.7	0.0	2.4	1.5	1.3

TABLE 32

HIGHEST LEVEL OF EDUCATION THAT GRADE X STUDENTS EXPECT TO COMPLETE

Level of Education	Going to University N=(192)	Going to Community College N=(41)	Undecided N=(217)	Going Impacted N=(339)	Not Going N=(76)
Some High School	0.0%	2.4%	12.3%	1.7%	10.4%
High School Graduate	1.0	4.9	33.3	4.3	77.0
Technical Vocational School Above High School	0.0	4.9	10.2	4.3	4.6
Some College/University	3.6	19.5	19.8	30.5	4.6
University/College/ Community College Degree	49.5	61.0	18.9	45.5	3.4
Post-Graduate Degree	44.8	7.3	5.5	13.0	0.0
Other	1.0	0.0	0.0	0.6	0.0

TABLE 33

HIGHEST LEVEL OF EDUCATION THAT GRADE XI STUDENTS EXPECT TO COMPLETE

Level of Education	Going to University N=(155)	Going to Community College N=(63)	Undecided N=(247)	Going Impacted N=(320)	Not Going N=(81)
Some High School	0.0%	4.8%	5.3%	0.9%	14.8%
High School Graduate	0.6	4.8	44.5	3.4	77.8
Technical-Vocational School Above High School	0.0	0.0	8.2	5.6	1.2
Some College/University	1.9	23.8	28.2	27.8	4.9
University/College/ Community College Degree	54.8	58.7	9.8	49.4	0.0
Post-Graduate Degree	40.6	7.9	3.3	11.3	0.0
Other	1.9	1.9	0.7	1.6	1.2

6.7 Occupational Choice

Tables 34 and 35 give the occupational choice for Grade X and XI students with respect to the various decision categories. It is interesting to note that the main occupational choice for both Grade X and XI students planning to take a post-secondary course after high school was the health occupation category (nurse, doctor, laboratory technologist). Clerical occupations were also a first choice for Grade X students going to a community college.

Grade XI students who were undecided about their future or definitely not going on to post-secondary indicated clerical and product fabricating, assembling and repairing occupations (refrigeration, electrical repairman) as their main choice; Grade X students in the same post-secondary decision categories indicated sales and clerical as their main occupational choices.

6.8 Last Year's Academic Average

With the exception of those students planning to go to university after high school, the majority of Grade X and XI students reported grades in the B to C range; "going university" students reported grades in the A to B range (Table 36 and 37).

6.9 Parental Income

Students planning definitely to go on to post-secondary tend to report higher parental incomes than other students. Compared to last year, there is an increase in the percentages of families reported to have incomes of $20,000 or more. This is especially evident in the "going community college" and the "undecided" groups and to a lesser extent for the other student decision groups (Table 38 and 39).

TABLE 34

GRADE X

OCCUPATIONAL CHOICE FOR STUDENT DECISION GROUPS

N = 800

Occupational Category	Going University	Going Community College	Going Impacted	Undecided	Not Going
Managerial	2.5%	2.6%	1.4%	2.3%	1.5%
Science	19.4	7.7	9.6	4.0	1.5
Social Science	15.6	2.6	11.6	6.9	6.0
Religion	0.0	0.0	0.3	0.6	0.0
Teaching	11.3	0.0	9.9	4.6	0.0
Health	20.6	23.1	11.9	6.9	1.5
Artistic	6.9	7.7	5.5	5.1	4.5
Sport	1.3	0.0	1.4	5.7	3.0
Clerical	5.0	23.1	9.9	10.3	16.4
Sales	1.9	2.6	1.7	1.1	3.0
Service	1.9	5.1	9.9	9.7	19.4
Farming	5.0	0.0	3.1	6.9	6.0
Fishing	0.0	0.0	0.3	0.0	0.0
Forestry	0.6	2.6	0.7	0.0	1.5
Mining	0.0	0.0	0.0	0.0	0.0
Processing	0.0	0.0	0.0	0.0	0.0
Machining	0.6	0.0	0.3	2.9	6.0
Product Fabricating	1.9	15.4	6.5	8.6	7.5
Construction	0.6	2.6	4.1	7.4	9.0
Transport	0.0	0.0	2.7	6.9	4.5
Material Handling	0.0	0.0	0.0	0.6	0.0
Other Crafts	0.0	0.0	0.0	0.6	1.5
Others	5.0	5.1	9.2	9.1	7.5
	N=(160)	(39)	(293)	(175)	(67)

TABLE 35

GRADE XI

OCCUPATIONAL CHOICE FOR STUDENT DECISION GROUPS

N = 748

Occupational Category	Going University	Going Community College	Going Impacted	Undecided	Not Going
Managerial	2.3%	3.6%	2.7%	3.1%	5.2%
Science	13.3	8.9	9.0	5.7	0.0
Social Science	18.0	5.4	8.2	4.1	5.2
Religion	0.0	0.0	0.4	0.0	0.0
Teaching	8.6	7.1	7.5	5.2	0.0
Health	18.8	16.1	16.5	5.2	3.4
Artistic	11.7	8.9	6.3	5.2	6.9
Sport	3.9	0.0	3.1	3.1	0.0
Clerical	4.7	14.3	14.1	17.6	24.1
Sales	0.0	3.6	1.6	1.6	1.7
Service	4.7	3.6	7.8	8.8	12.1
Farming	5.5	1.8	2.4	6.2	6.9
Fishing	0.0	0.0	0.0	0.0	0.0
Forestry	0.0	0.0	0.8	1.6	0.0
Mining	0.0	0.0	0.0	0.0	0.0
Processing	0.0	0.0	0.0	0.5	0.0
Machining	0.0	3.6	2.7	1.6	1.7
Product Fabricating	0.8	10.7	6.3	13.0	17.2
Construction	0.8	5.4	0.8	2.6	1.7
Transport	0.8	1.8	2.0	3.6	15.8
Material Handling	0.0	0.0	0.0	0.0	0.0
Other Crafts	0.8	0.0	1.2	1.0	3.4
Others	5.5	5.4	6.7	10.4	5.2
	N=(128)	(56)	(255)	(193)	(59)

TABLE 36

OVERALL ACADEMIC AVERAGE OF GRADE X STUDENTS LAST YEAR

Academic Average	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
	N=(192)	N=(41)	N=(230)	N=(360)	N=(94)
A+ (90-100%)	10.9%	2.4%	1.7%	4.7%	0.0%
A (90-89)	36.5	19.5	9.1	18.6	5.3
B (70-79)	38.5	43.9	39.6	44.7	36.2
C (56-69)	12.5	24.4	37.0	26.7	42.6
D (50-55)	1.0	4.9	6.5	2.8	6.4
P (PASS)	0.5	4.9	4.3	1.7	6.4
S (STANDING)	0.0	0.0	1.7	0.8	3.2

TABLE 37

OVERALL ACADEMIC AVERAGE OF GRADE XI STUDENTS LAST YEAR

Academic Average	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
	N=(157)	N=(63)	N=(259)	N=(330)	N=(83)
A+ (90-100%)	4.5%	0.0%	0.4%	0.9%	1.2%
A (80-89)	33.1	15.9	10.0	16.1	8.4
B (70-79)	44.6	52.4	31.3	45.8	34.9
C (56-69)	16.6	28.6	48.6	32.4	39.8
D (50-55)	0.0	3.2	6.6	3.6	12.0
P (PASS)	1.3	0.0	2.3	0.9	2.4
S (STANDING)	0.0	0.0	0.8	0.3	1.2

TABLE 38

PARENTAL INCOME OF GRADE X STUDENTS

Income	Going to University N=(156)	Going to Community College N=(34)	Undecided N=(162)	Going Impacted N=(255)	Not Going N=(67)
Under $6,000	4.5%	11.8%	9.9%	7.5%	4.5%
$6,000 - 7,999	1.3	11.8	4.3	6.7	11.9
$8,000 - 9,999	2.6	2.9	8.0	3.9	9.0
$10,000 - 11,999	7.7	17.6	14.2	13.3	11.9
$12,000 - 13,999	7.1	8.8	6.8	12.2	7.5
$14,000 - 15,999	9.0	11.8	12.3	15.3	19.4
$16,000 - 19,999	15.4	8.8	14.2	12.9	10.4
$20,000 - 24,999	20.5	17.6	12.3	16.9	11.9
$25,000 and up	32.1	8.8	17.9	11.4	13.4

TABLE 39

PARENTAL INCOME OF GRADE XI STUDENTS

	Going to University N=(135)	Going to Community College N=(46)	Undecided N=(189)	Going Impacted N=(264)	Not Going N=(61)
Under $6,000	3.0%	4.3%	7.4%	6.1%	9.8%
$6,000 - 7,999	2.2	8.7	8.5	5.7	4.9
$8,000 - 9,999	2.2	0.0	8.5	6.4	8.2
$10,000 - 11,999	7.4	15.2	12.7	11.7	18.0
$12,000 - 13,999	11.9	13.0	15.3	16.7	1.6
$14,000 - 15,999	10.4	13.0	13.2	8.7	13.1
$16,000 - 19,999	16.3	10.9	13.2	17.8	16.4
$20,000 - 24,999	14.8	13.0	11.1	9.8	8.2
$25,000 and up	31.9	21.7	10.1	17.0	19.7

6.10 Awareness of and Eligibility for Manitoba Student Aid

Few changes have taken place in the awareness of students of government financial assistance for students attending high school or for post-secondary (Tables 40, 41 and 42). The majority of Grade X students know nothing about either program; this changes in Grade XI with the majority of students indicating that they know a few things about the program. These results should be viewed with some caution, however; the surveys were conducted in late September whereas government publicity programs regarding student aid and probably high school counsellor efforts in this area, do not start until February - March period. Also it is probable that financial counselling efforts are centered on graduating Grade XII students or Grade XI students.

TABLE 40

AWARENESS THAT MANITOBA STUDENT AID PROGRAM PROVIDES ASSISTANCE TO HIGH SCHOOL STUDENTS

Awareness of Student Aid	Grade X N=(1049)	Grade XI N=(987)
Yes	29.4%	36.0%
No	70.6	64.0

TABLE 41

AWARENESS OF MANITOBA STUDENT AID PROGRAM BY GRADE X STUDENTS

Awareness	Going to University N=(194)	Going to Community College N=(42)	Undecided N=(234)	Going Impacted N=(362)	Not Going N=(93)
Have a Good Understanding of the Program	7.7%	16.7%	6.4%	7.7%	5.4%
Know a Few Things About the Program	37.6	28.6	31.2	38.7	22.6
Know Nothing About the Program	54.6	54.8	62.4	53.6	72.0

TABLE 42

AWARENESS OF MANITOBA STUDENT AID PROGRAM BY GRADE XI STUDENTS

Awareness	Going to University N=(158)	Going to Community College N=(63)	Undecided N=(260)	Going Impacted N=(328)	Not Going N=(83)
Have a Good Understanding of the Program	6.3%	4.8%	7.3%	10.1%	9.6%
Know a Few Things About the Program	57.6	60.3	43.8	47.3	38.6
Know Nothing About the Program	36.1	34.9	48.8	42.7	51.8

For Grade X students indicating that they are planning to go on to post-secondary education after high school and for those planning not to go on to post-secondary, there have been significant changes from last year in the percentages of these students who do not know whether they would be eligible for financial assistance. A larger percentage of the students indicated that financial aid would not apply to them; this was especially true for those students planning to go to a community college.

TABLE 43

PERCEIVED ELIGIBILITY FOR MANITOBA STUDENT AID ASSISTANCE

BY GRADE X STUDENTS

Eligibility	Going to University N=(193)	Going to Community College N=(42)	Undecided N=(232)	Going Impacted N=(360)	Not Going N=(88)
Yes	22.3%	23.8%	13.8%	20.6%	10.2%
No	8.8	4.8	6.9	4.4	23.9
Do Not Know	59.1	54.8	71.1	70.6	39.8
Does Not Apply to Me	9.8	16.7	8.2	4.4	26.1

The majority of the Grade XI students did not know whether they would be eligible for financial assistance. Fewer "not going" students perceived themselves to be eligible for student aid. The percentage of students planning to go to a community college and who indicated that they knew a few things about the program rose significantly over last year's results. The percentage of 'undecided' and 'going impacted' students who knew nothing about the program increased substantially from last year.

TABLE 44

PERCEIVED ELIGIBILITY FOR MANITOBA STUDENT AID ASSISTANCE

BY GRADE XI STUDENTS

Eligibility	Going to University N=(156)	Going to Community College N=(63)	Undecided N=(259)	Going Impacted N=(329)	Not Going N=(81)
Yes	21.8%	19.0%	16.2%	21.0%	12.3%
No	10.3	7.9	10.0	8.8	18.5
Do Not Know	64.7	68.3	62.2	68.4	48.1
Does Not Apply to Me	3.2	4.8	11.6	1.8	21.0

APPENDIX A

FIRST CHOICE PROGRAMS AT
COMMUNITY COLLEGES AND
UNIVERSITIES FOR
GRADE X AND XI STUDENTS

First Choice Program At First Choice Institution of Grade XI Students - Community Colleges *

Program *	%
RED RIVER COMMUNITY COLLEGE (N=227)	
A. Two Year Programs	
Applied Arts Group	5.5
Business Administration Group	7.9
Chemical Technology Group	2.6
Electrical/Electronic Technology	7.6
Child Care Services	8.3
Civil Technology Group	3.8
Mechanical Technology	2.8
Computer Analyst/Programer	2.9
Diploma Nursing	2.9
Secretarial Science	7.0
Teacher Education	2.9
B. One Year or Less Certificate	
Requiring Grade XII	
Applied Arts Group	1.2
Health Sciences	7.0
Power Engineer	0.8
Requiring Grade XI	
Applied Arts Group	2.3
Business Group	4.3
Drafting	2.3
Electrical/Electronic	0.4

Program *	%
Requiring Grade X	
Applied Arts Group	8.3
Auto/Diesel Trades	10.3
Construction Trades	2.2
Electrical Trades	1.0
Health LPN Services	1.6
Business Group	1.7
Metal Trades	2.7
Industrial Electrical	0.8
Industrial Electronic	0.6
ASSINIBOINE COMMUNITY COLLEGE (N=44)	
A. Two Year Diploma	
Business Group	6.2
Electronic Technology Group	0.0
B. One Year or Less Certificate	
Requiring Grade XII	
Social Services	4.9
Requiring Grade XI	
Drafting Group	1.0
Electronic Technical	1.0
Requiring Grade X	
Licensed Practical Nursing	4.9
Stenography	24.1
Business Group	5.6
Consumer Services	22.8
Construction and Drafting	6.2
Electrical	1.0
Mechanical	25.3

Program *	%
KEEWATIN COMMUNITY COLLEGE (N=10)	
A. Two Year Diploma	
Mineral Science Technology	17.0
B. One Year or Less Certificate Requiring Grade XII	
Mineral Science Technician	1.0
Requiring Grade XI	
Business Group	1.0
Skilled Trades Group	6.9
Requiring Grade X	
Business and Applied Arts Group	27.6
Health Services	29.3
Skilled Trades	17.2

* Programs in terms of course groupings.

First Choice Program At First Choice Institution of Grade X Students

- Community Colleges*

Program *	%
RED RIVER COMMUNITY COLLEGE (N=180)	
A. Two Year Programs	
Applied Arts Group	4.7
Business Admin. Group	3.5
Chemical Tech. Group	1.3
Electrical/Electronic Tech.	7.9
Child Care Services	5.7
Civil Tech. Group	2.4
Mechanical Technology	3.9
Computer Analyst/Programmer	1.9
Diploma Nursing	4.1
Secretarial Science	5.7
Teacher Education	2.7
B. One Year or Less Certificate Requiring Grade XII	
Applied Arts Group	1.0
Health Sciences	1.9
Power Engineer	1.0
Requiring Grade XI	
Applied Arts Group	2.8
Business Group	5.7
Drafting	1.9
Electrical/Electronic	1.0

Program *	%
Requiring Grade X	
Applied Arts Group	15.3
Auto/Diesel Trades	11.5
Construction Trades	8.0
Electrical Trades	1.0
Health LPN Services	1.4
Business Group	3.8
Metal Trades	3.8
Industrial Electrical	1.0
Industrial Electronic	0.5
ASSINIBOINE COMMUNITY COLLEGE (N=34)	
A. Two Year Diploma*	
Business Group	7.0
Electronic Technology Group	0.0
B. One Year or Less Certificate	
Requiring Grade XII	
Social Services	5.3
Requiring Grade XI	
Drafting Group	1.8
Electronic Technical	1.0
Requiring Grade X	
Licensed Practical Nursing	12.4
Stenography	1.0
Business Group	26.5
Consumer Services	12.4
Construction and Drafting	1.0
Electrical	3.5
Mechanical	31.0

Program *	%
KEEWATIN COMMUNITY COLLEGE (N=13)	
A. Two Year Diploma*	
Mineral Science Technology	6.3
B. One Year or Less Certificate	
Requiring Grade XII	
Mineral Science Technician	8.3
Requiring Grade XI	
Business Group	1.0
Skilled Trades Group	1.0
Requiring Grade X	
Business and Applied Arts Group	12.5
Health Services	16.7
Skilled Trades	1.0

* Programs in terms of course groupings.

Second Choice Program At First Choice Institution Of Grade X Students - Community Colleges

Program *	%
RED RIVER COMMUNITY COLLEGE (N=137)	
A. Two Year Programs	
Applied Arts Group	7.9
Business Administration Group	7.4
Chemical Technology Group	0.0
Electrical/Electronic Technology	6.3
Child Care Services	10.0
Civil Technology Group	2.4
Mechanical Technology	3.4
Computer Analyst/Programer	1.6
Diploma Nursing	2.4
Secretarial Science	2.1
Teacher Education	3.2
B. One Year or Less Certificate	
Requiring Grade XII	
Applied Arts Group	1.0
Health Sciences	2.4
Power Engineer	1.0
Requiring Grade XI	
Applied Arts Group	3.7
Business Group	4.2
Drafting	2.1
Electrical/Electronic	1.0

Program *	%
Requiring Grade X	
Applied Arts Group	6.1
Auto/Diesel Trade	15.0
Construction Trades	2.6
Electrical Trades	1.0
Health LPN Services	3.7
Business Group	8.4
Metal Trades	0.8
Industrial Electrical	1.0
Industrial Electronic	0.5

ASSINIBOINE COMMUNITY COLLEGE (N=23)

A.	Two Year Diploma	
	Business Group	7.0
	Electronic Technology Group	0.0
B.	One Year or Less Certificate	
	Requiring Grade XII	
	Social Services	6.6
	Requiring Grade XI	
	Drafting Group	0.0
	Electronic Technical	1.0
	Requiring Grade X	
	Licensed Practical Nurse	3.3
	Stenography	1.0
	Business Group	31.1
	Consumer Services	11.5
	Construction & Drafting	1.0
	Electrical	6.6
	Mechanical	26.2

Program *	%
KEEWATIN COMMUNITY COLLEGE (N=10)	
A. Two Year Diploma	
Mineral Science Technology	0.0
B. One Year or Less Certificate	
Requiring Grade XII	
Mineral Science Technician	0.0
Requiring Grade XI	
Business Group	1.0
Skilled Trades Group	40.7
Requiring Grade X	
Business and Applied Arts Group	14.8
Health Services	0.0
Skilled Trades	1.0

* Programs in terms of course groupings.

Second Choice Program At First Choice Institution Of Grade XI Students - Community Colleges

Program *	%
RED RIVER COMMUNITY COLLEGE (N=163)	
A. Two Year Programs	
Applied Arts Group	2.5
Business Administration Group	4.3
Chemical Technology Group	2.5
Electrical/Electronic Technology	8.9
Child Care Services	6.6
Civil Technology Group	4.1
Mechanical Technology	2.1
Computer Analyst/Programmer	2.3
Diploma Nursing	2.5
Secretarial Science	3.0
Teacher Education	4.1
B. One Year or Less Certificate	
Requiring Grade XII	
Applied Arts Group	0.7
Health Sciences	5.5
Power Engineer	0.8
Requiring Grade XI	
Applied Arts Group	2.7
Business Group	11.4
Drafting	1.4
Electrical/Electronic	2.1

Program *	%
Requiring Grade X	
Applied Arts Grpup	2.5
Auto/Diesel Trade	14.9
Construction Trades	2.3
Electrical Trades	1.0
Health LPN Services	3.4
Business Group	6.9
Metal Trades	1.6
Industrial Electrical	0.8
Industrial Electronic	0.0

ASSINIBOINE COMMUNITY COLLEGE (N=36)

A.	Two Year Diploma	
	Business Group	6.2
	Electronic Technology Group	0.0
B.	One Year or Less Certificate	
	Requiring Grade XII	
	Social Services	5.4
	Requiring Grade XI	
	Drafting Group	1.0
	Electronic Technical	1.0
	Requiring Grade X	
	Licensed Practical Nurse	17.4
	Stenography	2.2
	Business Group	14.1
	Consumer Services	9.8
	Construction & Drafting	4.3
	Electrical	1.0
	Mechanical	37.0

Program *	%
KEEWATIN COMMUNITY COLLEGE (N=10)	
A. Two Year Diploma	
Mineral Science Technology	17.0
B. One Year or Less Certificate	
Requiring Grade XII	
Mineral Science Technician	7.0
Requiring Grade XI	
Business Group	1.0
Skilled Trades Group	3.3
Requiring Grade X	
Business and Applied Arts Group	30.0
Health Services	29.3
Skilled Trades	30.0

* Programs in terms of course groupings.

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - UNIVERSITY OF MANITOBA

Program	Number	%
Administrative Studies	31	7.5
Agriculture	30	7.2
Architecture	11	2.5
Arts	101	24.1
Dental Hygiene	6	1.5
Education	42	10.0
Engineering	28	6.6
Fine Arts	8	1.9
Home Economics	8	1.8
Medical Rehabilitation	9	2.2
Music	6	1.5
Nursing	21	4.9
Physical Education	36	8.6
Science	85	20.1
TOTAL	422	100.0

FIh3T CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - UNIVERSITY OF MANITOBA

Program	Number	%
Administrative Studies	25	7.7
Agriculture	20	6.3
Architecture	8	2.5
Arts	72	22.5
Dental Hygiene	3	1.0
Education	25	7.8
Engineering	24	7.5
Fine Arts	8	2.4
Home Economics	7	2.3
Medical Rehabilitation	6	2.0
Music	5	1.5
Nursing	15	4.7
Physical Education	28	8.9
Science	73	22.9
TOTAL	319	100.0

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - UNIVERSITY OF WINNIPEG

Program	Number	%
Arts	10	55.7
Education	4	19.2
Science	4	24.2
TOTAL	18	100.0

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - UNIVERSITY OF WINNIPEG

Program	Number	%
Arts	15	54.3
Education	5	19.2
Science	8	26.5
TOTAL	28	100.0

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - BRANDON UNIVERSITY

Program	Number	%
Arts	10	38.1
Education	5	18.6
General Studies	2	7.8
Music	1	3.3
Science	9	32.3
TOTAL	27	100.0

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - BRANDON UNIVERSITY

Program	Number	%
Arts	10	35.8
Education	5	17.0
General Studies	2	8.0
Music	3	10.6
Science	8	28.6
TOTAL	28	100.0

APPENDIX B

MOTHER'S LEVEL OF EDUCATION

MOTHER'S LEVEL OF EDUCATION - GRADE X STUDENTS

Level of Education	Going to University N=(189)	Going to Community College N=(40)	Undecided N=(215)	Going Impacted N=(347)	Not Going N=(90)
Grade VIII or Less	9.5%	25.0%	28.4%	18.7%	21.1%
Some High School	23.8	42.5	36.7	31.4	37.8
High School Graduate	27.5	15.0	21.9	22.8	28.9
Technical-Vocational School Above High School	6.9	5.0	2.3	4.0	1.1
Some College/University	9.5	10.0	4.2	8.9	3.3
University/College/ Community College Degree	15.3	2.5	5.1	9.5	4.4
Post-Graduate Degree	4.8	0.0	0.0	3.2	2.2
Other	2.6	0.0	1.4	1.4	1.1

MOTHER'S LEVEL OF EDUCATION - GRADE XI STUDENTS

Level of Education	Going to University N=(154)	Going to Community College N=(62)	Undecided N=(248)	Going Impacted N=(326)	Not Going N=(81)
Grade VIII or Less	9.1%	9.7%	26.6%	24.8%	33.3%
Some High School	29.2	29.0	41.5	34.4	34.6
High School Graduate	24.0	32.3	19.4	18.1	23.5
Technical-Vocational School Above High School	5.2	6.5	2.0	5.5	1.2
Some College/University	12.3	9.7	4.8	8.3	1.2
University/College/ Community College Degree	14.9	9.7	3.2	4.6	4.9
Post-Graduate Degree	3.9	3.2	2.0	3.1	1.2
Other	1.3	0.0	0.4	1.2	0.0